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ABSTRACT

This resource guide, prepared by teachers, is designed to incorporate minority group studies into the district's social studies curriculum at levels 4, 5, and 8 as a start toward goals specified in the state law. Introductory material discusses the California Education Code requirements, local district policy, and the work of the curriculum development committee. The goal of this course is to offer children more complete information about five minority groups in the United States: Afro-Americans, American Indians, Chinese-Americans, Japenese-Americans, and Mexican-Americans, with an additional unit on Prejudice. Each unit is concept oriented; various topics to be explored are outlined with the appropriate grade level indicated. Objectives for the unit are given; materials of instruction and learning activities are described. Some teaching techniques used are: observation, field trip experiences, dramatizations and role playing, individual research, small and large group activities, educational games, critical thinking and comparative analysis. Resource materials are listed in the guide with student materials included for some units; in addition, a district bibliography, Materials Pertaining to Three Minority Groups: Negro-Americans, Mexican-Americans, and Oriental-Americans, is to be used. (Author/JSB)

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MULTICULTURAL EDUCATION GUIDE

MILLBRAE SCHOOL DISTRICT

ED051054

MILLBRAE SCHOOL DISTRICT

Millbrae, California

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EDUCATION & WELFARE
OFFICE OF EDUCATION
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MULTICULTURAL EDUCATION GUIDE

For Grades Four, Five, and Eight

Adopted By The Board Of Trustees

On 4 May 1970

The following is an excerpt from the California Education Code (1968 Revision):

Grades 1-6

8553. Instruction in social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, and other ethnic groups in the economic, political, and social development of California and the United States of America.

Grades 7-12

8576. Instruction in social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, and other ethnic groups to the economic, political, and social development of California and the United States of America.

F O R E W O R D

The Millbrae School District Board of Trustees adopted Resolution Number 69-70-4 at its meeting of 4 May 1970. The Board directs the attention of all teachers in the Millbrae School District to this Resolution and the policy statement on morality.

WHEREAS, there seems to be some confusion in the schools as to the meaning of Section 13556.5 of the Code calling upon all public school teachers 'to impress upon the minds of the pupils the principles of morality', it seems imperative at this crucial period of our history to clarify for the Millbrae School District employees what is traditionally meant by the terms 'manners and morals', as employed in Section 13556.5 of the Education Code.

THEREFORE, BE IT RESOLVED that, in accord with this concern, and with the approval of the State Board of Education, the Millbrae School District Board of Education adopt as policy the attached excerpts from the 'Guidelines for the Education of Responsible Citizens in the Public Schools of California', said policy statement to be incorporated in the Millbrae School District's Policy on Instruction at Section 6131.32.

"MORALITY

"We need a common core of personal and social standards if we are to live together in an effective, functioning, and just community. In affirming the worth and dignity of each man we accept the integrity of the individual, the reality of personal and group differences, and the desirability of a community life which gives full play to individual pursuit so long as it does not violate the rights of others.

"Community in no sense requires absence of controversy. Latitude for honest difference, even on moral issues, may contribute to community vitality and progress. These differences make it imperative that the public schools do not prescribe a single system of religion or morality. At the same time the schools should acknowledge the significance of religion in shaping our moral and ethical precepts. For many Americans, from the beginning until now, the dominant religious and moral influence has been their Judeo-Christian heritage and its Biblically derived teachings. The educational task should include recognizing these historical sources of morality and evaluating fairly the various approaches to the moral life held by different segments of our society.

"Our society's prime purpose is to protect individual freedom. Hence our society requires compliance with certain civil values and procedures. It also affirms that each man is entitled to his own moral convictions. At the same time, living together in our diverse community does require an honest effort to see others as they see themselves and to see ourselves as others see us.

"Out of this elemental honesty can grow that integrity in personal relationships which is a key ingredient in our understanding of moral life. In all our dealings, whether political, economic, social, or sexual, people are to be treated as persons to be respected, not as objects to be exploited, tools to be used or toys to be played with.

"Concern for persons also entails keen interest in the quality of their social and physical environment. This is especially critical in a day of urban blight, metropolitan sprawl, and massive environmental pollution. The quality of community life is further enhanced as all living creatures are humanely treated, as the Code affirms.

"The ethical basis of community life is taught by example as well as by precept. The conduct of every school activity is a daily lesson in morality, good or ill. The teacher's attitudes, his concern for the feelings of his students, the example he sets as a responsible adult, the use of fair standards for evaluating all students, the administration of calm and even-handed discipline, honesty and objectivity in presenting subject matter, the rejection of cheating, are all more eloquent lessons in morality than are oral or written exercises upon that theme. No one -- student, teacher, administrator, citizen - can expect fairness, honesty, and consideration from others if he does not show these qualities in his own relationships."

I N T R O D U C T I O N

On 15 April 1968 the Millbrae Board of Trustees authorized the District Superintendent, Dr. Edward J. Muehlhausen, to inaugurate procedures which would establish goals and program outlines for a human relations-intergroup education program.

On 20 May 1968 the Board appointed a Human Relations-Intergroup Education Steering Committee (as nominated by Dr. Muehlhausen) to function as a task group for the formulation of goals and objectives and to assist with programs and community involvement. The Steering Committee was composed of parents, teachers, and a district administrator.

On 5 August 1968 the Board published a position statement about educational opportunities in human relations-intergroup education. The heart of this position statement was based, to a great extent, on recommendations developed by the HR-IE Steering Committee in June and July 1968.

During the 1968-69 school year, the HR-IE Steering Committee enlisted community support, established sub-committees to pursue specific tasks, and assisted with the achievement of a six week intergroup inservice program for teachers and community residents in the spring of 1969.

On 2 June 1969 the Board of Trustees directed the District Superintendent to proceed with a study of the feasibility of having a professional team (three teachers and the Director of Education and Research) develop a human relations-intergroup education content articulation guide for grades four, five, and eight.

On 16 June 1969 specific recommendations about the feasibility of a human relations-intergroup education content articulation guide team were presented to the Board. The Board approved the recommendations and directed inauguration of the plan.

On 17 November 1969 the professional team began its work to develop a resource guide for multicultural education in grades four, five, and eight. The team was composed of a fourth grade teacher (Mr. Howard Lucas of Green Hills School), a fifth grade teacher (Miss Mary Posthuma of Highlands School), an eighth grade social science teacher (Mrs. Marilyn Johnson of Taylor School), and the District's Director of Education and Research (Dr. Rufus Clapp).

On 12 December 1969 the team completed the first draft edition of the guide.

On 2 February 1970 the Board approved the distribution of the guide (first draft edition) for review and evaluation by staff and interested parents in Millbrae.

On 18 February and 19 February 1970 a District-conducted materials review was presented at the Millbrae Community United Methodist Church. This review offered staff and parents the opportunity to see all of the materials listed in the guide. The review was attended by approximately 60 people during the two days.

On 2 March 1970 the Board held a special study session with the Guide Committee. This study session was open to the public. During the session the Board made recommendations to the Guide Committee about revisions of the guide.

On 19 March 1970 the District published the evaluative comments of the staff and parents who submitted them in writing. These published comments were forwarded to the Board, the Guide Committee, District administrators, the HR-IE Committee, interested staff, and any other person requesting a copy.

On 9 April and 10 April 1970 the Guide Committee (Posthuma, Johnson, Lucas, and Clapp) developed the second draft edition of the Multicultural Education Guide.

On 15 April 1970 the second draft edition of the guide was forwarded to the Board for their approval to distribute the guide.

On 20 April 1970 the Board approved the distribution of the guide (second draft edition) for review and evaluation by staff and interested parents in Millbrae.

On 30 April 1970 the District published the evaluative comments of the staff and parents who submitted them in writing. These published comments were forwarded to the Board, the Guide Committee, the HR-IE Committee, District administrators, interested staff, and any other person requesting a copy.

On 4 May 1970 the Board adopted this final edition of the guide.

QUESTIONS AND ANSWERS

The questions which appear below were selected by the professional team as the ones most likely to be asked:

1. Q: What are the goals of this guide?

   A: To offer children more complete information about five minority groups in the United States.

2. Q: What is this guide's central purpose?

   A: Children need to become aware of the background of minority cultures and the contributions they have made to our country's history and customs if they are to understand the issues facing the nation today. The schools have a special obligation to the children in their charge to present the complete historical development of our nation to fill the voids which have existed in the education of previous generations. Only in this way will the role of these American people be improved so that they, too, can enjoy the rights and privileges guaranteed to all citizens of U. S. democracy.

3. Q: Which five minority groups are covered?

   A: Afro-Americans, American Indians, Chinese-Americans, Japanese-Americans, and Mexican-Americans.

4. Q: Why these five minority groups?

   A: The state law specifies Afro-Americans, American Indians, and Mexican-Americans. The Chinese-Americans and the Japanese-American were included because of their contributions to the development of California and the U. S., and their significant representation in California's population.

5. Q: If the state law requires this instruction in grades one through twelve, why is this guide limited to grades four, five, and eight?

   A: Millbrae selected grades four, five, and eight because the existing social science concepts in those grades deal with California history (grade 4) and U. S. history (grades 5 and 8). This seemed to be the most logical and reasonable place to start. This is a small first step toward the goal specified in the state law. State and county resources are being marshalled to assist districts throughout California in reaching this goal.

6. Q: Why does the guide contain a unit on prejudice?

   A: Consonant with an understanding of minority groups is an understanding of what prejudice is and how discrimination affects individuals and groups.

7. Q: How will this guide be used?

   A: As an integral part of the social science programs as outlined in the state textbooks. Every effort has been employed to make this guide a logical expansion of the social science curriculum.

8. Q: When will this guide be used?

   A: The tentative plan, which has been approved by the Board, schedules the use of this guide during the 1970-71 school year.

9. Q: Will all children in grades four, five, and eight receive instruction in the areas outlined in this guide?

   A: Yes. Grade level designations are shown on the top right-hand corner of each topic page.

SPECIAL COMMENTS FOR TEACHERS

1. State Textbooks

References to current state adopted basic texts in social science are not listed in this guide because teachers will be using them as a principal source of instruction. There are several instances where some supplemental state texts are noted in the guide to emphasize their importance.

2. Library Books

Please encourage children to select books which are applicable to the topic from your school's library. To assist with this selection, please refer to the following district publication:

> SURVEY OF RESOURCE CENTER
>
> MATERIALS PERTAINING TO THREE MINORITY GROUPS
>
> NEGRO-AMERICANS, MEXICAN-AMERICANS, ORIENTAL-AMERICANS
>
> DISTRICT-WIDE COMPILATION
>
> Compiled by Dorris Lucchesi
> Winter 1968-69

Several copies of this publication were sent to each school last spring.

3. A Worthwhile Educational Tour for Children and Teachers

The Berkeley Unified School District has established (with federal funds) a unique place to visit called EPOCH. This is a cultural heritage center (EPOCH is an acronym for Educational Programming of Cultural Heritage) where children can hear, see, and feel examples of various cultures -- the children are literally dropped into the middle of another culture.

EPOCH is located at:

1033 Heinz Avenue
Berkeley, California 94710
Telephone: 849-3191

ERIC

For further information contact EPOCH's directors, Mrs. Dorothy Bennet, OR speak to the three teachers who worked on this guide:

Mary Posthuma - Highlands
Marilyn Johnson - Taylor
Howard Lucas - Green Hills

They have visited EPOCH and will give you a most enthusiastic briefing about this exciting development in multicultural education.

4. Parallels exist among the struggles of the minority groups in this guide. Teachers should use every opportunity to point out these similarities to their children. For example, the blacks' struggle for power has its parallels in the Mexican-Americans' struggle for power and the American Indians' struggle for recognition.

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CONCEPT: Prejudice, based upon social or cultural or racial differences, is a barrier to understanding which affects those with prejudice and those discriminated against.

TOPIC: What is prejudice?

GRADE 4, 5, 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Visual Clues Present pictures in order. Follow these steps: Pictures 1 and 2. 1. Ask question: Are these lines the same length? 2. Measure the lines showing they are the same length. 3. After looking at both pictures, teacher leads class discussion to the concept first impressions may be deceiving; often we need to check our first impressions. Pictures 3 and 4. 1. Ask question: What do you see in each of these pictures? 2. See that class becomes aware of the two different configurations in each picture. 3. Teacher leads class discussion to the concept there is more than one way to see and look at something.	Pre-judgment kit - (1 per school) *SPECIAL NOTE: The entire Prejudice Unit will be taught in grades 4, 5 & 8 during the 1970-71 school year. Every year thereafter it will be presented in grades 4 and 8 only.	State that there is more than one way of perceiving visual clues. First impressions sometimes need to be checked again.

CONCEPT: Prejudice, based upon social or cultural or racial differences, is a barrier to understanding which affects those with prejudice and those discriminated against.

PREJUDICE

TOPIC: What is prejudice?

GRADE 4, 5, 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Audio Clues We need to check what we hear. 1. Teacher whispers to a child the following message: "People who live in Millbrae are citizens in San Mateo County." The message is whispered from one child to another around the room. 2. Write the statement of what the last child heard on the board along with the original message. 3. Teacher leads a discussion on the reliability of what you hear. Class formulates the concept that we should check what we hear. List reasons why we should check what we hear. 4. Teacher shows film.	Film: RUMOR (San Mateo County film)	List at least two reasons why our statements should be accurate and why audio clues should be checked.

CONCEPT: Prejudice, based upon social or cultural or racial differences, is a barrier to understanding which affects those with prejudice and those discriminated against.

PREJUDICE

TOPIC: What is prejudice?

GRADE 4, 5, 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Myths of Prejudice Teacher shows filmstrips with accompanying records.	Filmstrips & Records: EXPLODING THE MYTHS OF PREJUDICE (Schloat)	Define at least three false ideas that lead to prejudice.
Prejudice causes fear and misunderstanding. 1. Show film (10 minutes). 2. Teacher leads discussion on situations in movie where fear, suspicion, and misunderstanding created problems. Discuss the problems and their resolution. After the film the teacher leads a group discussion in an effort to use children's ideas in defining prejudice.	Film: BOUNDARY LINES (San Mateo County film)	Identify at least three situations where fear, suspicion, and prejudice led to problems in the movie. State their own definition of prejudice.
Teacher encourages children to read books in kit (grades 4 & 5 only).	Book kit: PREJUDICE (Scholastic Services) (61 books in kit)	Describe instances of prejudice in the books they have read.
Children make a folder of news clippings which seem to indicate instances of prejudice in the Bay Area.		Identify at least two different contemporary instances of prejudice in the Bay Area.

CONCEPT: Prejudice, based upon social or cultural or racial differences, is a barrier to understanding which affects those with prejudice and those discriminated against.

PREJUDICE

TOPIC: What is prejudice?

GRADE 4, 5, 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Stereotypes Ask students to relate or list prejudices or false impressions which they have had in the past about anything and which later they found to be wrong.		Discuss stereotypes as kinds of prejudices which can result in erroneous conclusions about people, places, and things.
Stereotypes Teacher uses the twelve questions (see Appendix P-1) as a basis for class discussions about stereotypes.	Twelve questions about stereotypes (found in Appendix P-1).	State that stereotypes are probably part of the human nature to generalize and simplify.

CONCEPT: Prejudice, based upon social or cultural or racial differences, is a barrier to understanding which affects those with prejudice and those discriminated against.

PREJUDICE

TOPIC: What is prejudice?

GRADE 4, 5, 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Stories about prejudice. Teacher reads the two stories to children followed by class discussion of the stories. (Grades 4 & 5 only.) Children read the two stories followed by class discussion of the stories. (Grade 8 only.)	Book: PREJUDICE: THE INVISIBLE WALL "The Greenies" (pp 55-57) "After You My Dear Alphonse" (pp 28-33) (Scholastic Book Services)	Identify how prejudices are learned from the many experiences we have during our lives. State that prejudices arise from differences among people (e.g., different national background, different religious beliefs, different appearance, etc.).

CONCEPT: Prejudice, based upon social or cultural or racial differences, is a barrier to understanding which affects those with prejudice and those discriminated against.

PREJUDICE

TOPIC: What is prejudice?

GRADE 4, 5, 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
(Drama for 4-10 children) Children will: 1. Read story together.* 2. Cast characters. 3. Rehearse drama 4. Present to class. 5. Evaluate and discuss drama. 6. List the ways prejudice is shown in the story. 7. Discuss prejudice. *NOTE TO TEACHER: After reading the story with the children, discuss with them what they think the racial or ethnic background of the Blank family would be. Then, proceed with the dramatization.	Story: THE BLANKS LOOK FOR A HOUSE (Appendix P-2)	List the ways people act in this story which show prejudice.

CONCEPT: Prejudice, based upon social or cultural or racial differences, is a barrier to understanding which affects those with prejudice and those discriminated against.

TOPIC: How does prejudice affect people?

GRADE 4, 5, 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
The objects of Prejudice Teacher reads stories to the children and the class discusses the stories. (Grades 4 & 5 only.) Students read the material and follow up with class discussion. (Grade 8 only.)	Book: PREJUDICE: THE INVISIBLE WALL "Boy in the Mirror" (pp 61-67) "Run Sheep Run" (pp 34-45) (Scholastic Book Services)	List at least five feelings experienced by the children who were the object of prejudice.
The objects of Prejudice Play each section of the record and discuss it with the class. (Grade 8 only.) Discuss or write a short story about the following statements of children who are the object of prejudice: 1. Joe would like to move because..... 2. Things Harry doesn't like about people are..... 3. Susan feels left out when..... 4. The gang dislikes Cheryl because.....	Record: PREJUDICE: THE INVISIBLE WALL (Entire record) (Scholastic Magazines - FS12001.)	Describe at least two feelings experienced by each group on the record. (Grade 8 only.)

CONCEPT: Prejudice, based upon social or cultural or racial differences, is a barrier to understanding which affects those with prejudice and those discriminated against.

PREJUDICE

TOPIC: What can be done about prejudice?

GRADE 4, 5, 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Teacher reads story to children. (Grades 4 & 5 only.) Class reads story. (Grade 8 only.) Teacher reads play to children; then they select parts and present play to class. (Grades 4 & 5 only.) Children read play, select parts, and present play to class. (Grade 8 only.)	Book: PREJUDICE: THE INVISIBLE WALL "A Word of Warning" (pp 156-158) (Scholastic Book Services) Play: PREJUDICE: THE INVISIBLE WALL "Thunder on Sycamore Street" (pp 128-153) (Scholastic Book Services)	Describe why the eradication of prejudice requires hard work and the courage to take action against prejudice no matter what its form may be.

Appendix P-1

12 QUESTIONS ABOUT STEREOTYPES

1. If people of a different race or religion moved next door to us, I'd want my family to move.
2. There are certain kinds of work that people of one religion take to more naturally than people of other religions.
3. All rich people are snobs.
4. Country people are all dumb hicks.
5. Poorly dressed people are likely to be thieves.
6. I would hesitate before sitting next to someone whose race or color was different from mine.
7. People from certain countries are apt to be thieves and troublemakers.
8. All hippies are parasites on our society.
9. Children who study hard and get good grades don't have as much fun.
10. A person of a different race or religion would not be happy in my circle of friends.
11. Most people who speak broken English are less intelligent.
12. Men are better drivers than women.

THE BLANKS LOOK FOR A HOUSE

Mr. Blank and his family looked forward to moving to the suburbs. He and his wife found a house "For Sale" in a nice, rather exclusive neighborhood. The homes were large and the owners nice professional people. Just the kind of place they'd like to have their children grow up in.

Mr. Blank, a successful florist in San Francisco, called Mr. Smith, the owner of the house, and made an appointment to see the house.

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T2

Mr. Smith answered the door when Mr. Blank and his wife and two children arrived the next evening.

"We are Mr. and Mrs. Blank and we made an appointment to see your house."

Mr. Smith replied, "Oh, uh . . . . are you the gentleman who called last night? Well, the house was sold this afternoon. Besides, this house is very expensive and I don't think you would like the neighborhood."

CONCEPT: The Blacks become slaves.

AFRO-AMERICANS

TOPIC: The blacks are uprooted and brought to America.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Show filmstrip and discuss it with the children. Drama. Show filmstrip to group. (Grade 8 only.) Read story to class. ("To Be A Slave")	Filmstrip: FROM AFRICA TO AMERICA (McGraw-Hill - The History of the American Negro) Drama Outline: VOYAGE TO SLAVERY (Appendix A-1) Filmstrip and Record: BLACK HISTORY: Lesson Six: "Slavery in the New World" (Multi-Media Productions) Story: TO BE A SLAVE (Appendix A-2) Record: ADVENTURES IN NEGRO HISTORY (Side 1 - Stop after "fearful of what tomorrow might bring.....") (Grade 8 only) *Supplemental State Text: THE AMERICAN NEGRO (Clemons, Hollitz & Gardner) *Basic teacher reference.	State that the first Africans in America were explorers, indentured servants, and free men. Explain the origins of slavery. Discuss blacks' feelings about being kidnapped from their culture and family. List at least five ways in which the blacks' lives changed in coming to America as slaves.

CONCEPT: The blacks become slaves.

AFRO-AMERICANS

TOPIC: Justification for slavery and separatism.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Large Group - Justification for slavery. Read orally and list children's ideas of white justification for slavery. ("The Colonial Slave Code", "White Justification of Slavery", and "Slavery is Good for the Negro".) Large Group - Justification for separatism. Read orally and list children's ideas of white justification for violence and separatism. ("Counting the Negro Vote" and "The Riot That Stirred America's Conscience".)	*Book: EYEWITNESS: THE NEGRO IN AMERICAN HISTORY "The Colonial Slave Code" (p. 34) "White Justification of Slavery" (pp 95-96) *Book: THE NEGRO IN AMERICAN HISTORY (Volume I) "Slavery is Good for the Negro" (pp 48-50) *Book: EYEWITNESS: THE NEGRO IN AMERICAN HISTORY "Counting the Negro Vote" (p. 333) "The Riot That Stirred America's Conscience" (pp 365-366) *Supplemental State Text: THE AMERICAN NEGRO (Clemons, Hollitz & Gardner)	List the justifications for slavery which were offered by pro-slavery supporters. List white man's reasons for justifying separatism. List the justifications for separatism which were offered by pro-separatism supporters.

AFRO-AMERICANS

CONCEPT: The blacks become slaves.

TOPIC: Whites subject blacks to slavery and blacks resist.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Show filmstrips. Read orally ("Auction Block") and discuss slave auctions with children. Play record for group and discuss questions on back of record jacket.	Filmstrip: SLAVERY IN THE YOUNG AMERICAN REPUBLIC (McGraw-Hill - The History of the American Negro) Filmstrip: BLACK PEOPLE IN THE SLAVE SOUTH (Encyclopaedia Britannica - Chains of Slavery) *Book: THE NEGRO IN AMERICAN HISTORY (Volume I) ("The Auction Block") (pp 45-47) Record: A PEOPLE UPROOTED 1500-1800 (Encyclopaedia Britannica - Afro-American History Program, Album 1) *Supplemental State Text: THE AMERICAN NEGRO (Clemons, Hollitz & Gardner)	Discuss how the whites kept the blacks in subjection. Describe the experiences of the blacks' efforts to gain pride and self-respect during slavery.

CONCEPT: The blacks become slaves.

AFRO-AMERICANS

TOPIC: Whites subject blacks to slavery and blacks resist.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Show filmstrips and discuss black resistance. Individual reports: Leaders of slave revolts. Gabriel Prosser Denmark Vesey Nat Turner Northern Abolitionists Fredrick Douglass Sojourner Truth Play record (side 1 and side 2) and use questions on back of record jacket for discussion.	Filmstrips: HARRIET TUBMAN FREDRICK DOUGLASS NAT TURNER'S REBELLION (Encyclopaedia Britannica - Chains of Slavery) Film: FREDRICK DOUGLASS Part I and Part II (Profiles in Courage series) (San Mateo County film) *Supplemental Information: SLAVE REVOLTS (Appendix A-3) Record: CHAINS OF SLAVERY 1800-1865 (Encyclopaedia Britannica - Afro-American History Program, Album 2) *Supplemental State Text: THE AMERICAN NEGRO (Clemons, Hollitz & Gardner)	Discuss the importance of Fredrick Douglass and Harriet Tubman in helping to bring about abolition. List the contributions of the leaders of slave revolts (Turner, Prosser, and Vesey). Describe the expression of resistance in black slave music. List three forms of slave resistance.

CONCEPT: The blacks become separate but not equal.

AFRO-AMERICANS

TOPIC: Treatment and conditions of blacks in the North and South after the Civil War.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Show four filmstrips to the class. Discuss how treatment changed from slavery era. Show filmstrip and discuss how one group tries to control another. (Grade 8 only.) Read and discuss with class the subtle discrimination in the North and the violent discrimination in the South.	Filmstrips: 1. THE BLACK PEOPLE IN THE NORTH 2. BLACK PEOPLE IN THE SOUTH 3. BLACK CODES 4. SEPARATE BUT EQUAL (Encyclopaedia Britannica - Separate But Unequal) Filmstrips & Record: (Grade 8 only.) NOBLE EXPERIMENT (Lesson 9) THE LONG SOMNOLENCE (Lesson 10) (Multi Media Productions - Black History) Book: EYEWITNESS: NEGRO IN AMERICAN HISTORY (Katz) "Jim Crow Follows Cadet Smith to West Point" (P. 351) "Violent End of Reconstruction" (pp 266-271) *Supplemental State Text: THE AMERICAN NEGRO (Clemons, Hollitz & Gardner)	Describe treatment and conditions of the blacks in the North and South. List five efforts that were made to separate blacks and whites. Describe the feeling of being discriminated against. Describe the acts of violence taken against the blacks in the South.

CONCEPT: The blacks become separate but not equal.

AFRO-AMERICANS

TOPIC: The blacks' efforts to become equal during and after the Reconstruction Period.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Read "Congressional Reconstruction" and share these black efforts with her students. Show filmstrips to the students and discuss the efforts the blacks were making to become equal citizens. Read and discuss with class: Plessy vs. Ferguson (Appendix A-4) Legal justification for separate but equal policy. Small Group Activity Report on: 1. W. E. B. DuBois 2. Booker T. Washington 3. Marcus Garvey Large Group Activity Have three children role play the three men for the class and have them vote for the best solution.	*Book: EYEWITNESS: THE NEGRO IN AMERICAN HISTORY (p. 260) "Congressional Reconstruction" Filmstrips: BOOKER T. WASHINGTON - NATIONAL LEADER BISHOP TURNER - BLACK NATIONALIST (Encyclopaedia Britannica - Separate and Unequal) Supplemental Information: PLESSY VS. FERGUSON CASE 1896 (Appendix A-4) Book: THE UNFINISHED MARCH (pp 80-90) (Drisko & Toppin) Film: BOOKER T. WASHINGTON (San Mateo County film) Book: TIME OF TRIAL, TIME OF HOPE (Meltzer and Meier) (pp 47-49) *Supplemental State Text: THE AMERICAN NEGRO (Clemons, Hollitz & Gardner)	Identify four efforts the blacks made to become equal during the last quarter of the 1800's. Discuss the importance of the Plessy vs. Ferguson decision. List what DuBois, Washington, and Garvey believed to be the solution to the problem of separation and discrimination.

CONCEPT: Blacks demand equality.

AFRO-AMERICANS

TOPIC: Black migration to the North.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Show filmstrips and discuss with the class why the blacks moved northward. 1. Lack of voting rights in the South. 2. Supreme Court made segregation legal. 3. Violence in the South. 4. Expanding industry in the North. 5. Soil erosion and boll weevil in the South. 6. Return of World War I troops. Teacher plays records and discusses "questions for discussion" on back of record album.	Filmstrips: THE NEGRO FACES THE 20TH CENTURY THE NEGRO IN THE GILDED AGE (McGraw-Hill - The History of the American Negro) Filmstrip & Record: (Grade 8 only) THE NEGRO EXPERIENCE (Lesson 11) (Multi-Media Productions - Black History) Record: QUEST FOR EQUALITY 1910-PRESENT (Encyclopaedia Britannica - Afro-American History Program, Album 4) *Supplemental State Text: THE AMERICAN NEGRO (Clemons, Hollitz & Gardner)	Discuss why the blacks moved northward and what they were searching for. List the forms of black suppression in the South and state black methods to overcome the suppression. Discuss how the blues express what it is like to be black in America.

CONCEPT: Blacks demand equality.

AFRO-AMERICANS

TOPIC: The blacks organize and gain public attention.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Large Group Show filmstrip and discuss: 1. How the blacks gained public recognition. 2. Why the blacks found it necessary to organize. Small Group Activities "The Negro Renaissance" 1920's Individual reports on: 1. Charles H. Johnson 2. Ethel Waters 3. Langston Hughes 4. Duke Ellington 5. Marian Anderson 6. Mary McLeod Bethune	Filmstrip: THE THRESHOLD OF EQUALITY (McGraw-Hill - The History of the American Negro) Book: TIME OF TRIAL, TIME OF HOPE (Meltzer & Meier) (pp 37-60) *Supplemental State Texts: NEGRO AMERICAN HERITAGE and THE AMERICAN NEGRO (Clemons, Hollitz & Gardner)	List three early means the blacks used to gain public attention. List four reasons why the blacks organized. Discuss the importance of the "Negro Renaissance". List three outstanding blacks and their contributions.

CONCEPT: Blacks demand equality.

AFRO-AMERICANS

TOPIC: Brown vs. Board of Education and the events following.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Teacher discusses U. S. Supreme Court decision: Brown vs. Board of Education of Topeka, 1954 Court ruled segregation in public schools unconstitutional on this basis. To separate blacks solely because of their race creates a feeling of inferiority and unequal educational opportunities. (Implied all separation was unfair.) Discuss with the class the events they remember about the blacks' struggle for equality during their lifetime. Show filmstrips.	*Book: EYEWITNESS: THE NEGRO IN AMERICAN HISTORY (pp 475-479) *Supplemental State Text: THE AMERICAN NEGRO (Clemons, Hollitz & Gardner) Filmstrips & Records: CONFRONTATION DIRECT ACTION (Schloat - Rush Toward Freedom)	Discuss the importance of the decision as a legal precedent for desegregation of schools and other areas. Be able to define: Segregation Integration Desegregation Identify four events that occurred after the court decision of 1954. List three actions taken to accelerate the enforcement of the court decision.

CONCEPT: Blacks demand equality.

AFRO-AMERICANS

TOPIC: Black Power emerges.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Discuss the different black movements and the meaning of Black Power today.	Pamphlet: (Grade 8 only.) NEGRO VIEWS OF AMERICA (AEP Unit Books) (pp 56-59) *Supplemental Information: CONCEPT OF BLACK POWER (Appendix A-5) *Supplemental State Text: THE AMERICAN NEGRO (Clemons, Hollitz & Gardner)	Discuss the beliefs of Malcolm X and Stokely Carmichael. (Grade 8 only.) Define Black Power.

CONCEPT: Blacks demand equality.

AFRO-AMERICANS

TOPIC: The blacks take action to gain rights.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Discuss with class the methods of withholding the privilege of voting and what one must know and do before he can vote. Show filmstrip ("Give Us The Ballot"). Discuss: What causes people to become violent? Results of violence. Show filmstrip ("Over The Edge"). Discuss: Black organizations the children have heard of and what they think these organizations stand for. Why do the children think it was necessary or unnecessary for the blacks to organize. Show filmstrip ("Black Consciousness"). Discuss the filmstrips.	Filmstrips and Records: GIVE US THE BALLOT OVER THE EDGE BLACK CONSCIOUSNESS (Schloat - Rush Toward Freedom) *Supplemental State Text: THE AMERICAN NEGRO (Clemons, Hollitz & Gardner)	Discuss the importance of the right to vote for blacks. List three attempts made to increase the number of black voters in the South. Describe four events of violence and what caused this violence. List three black organizations and what each organization stands for.

CONCEPT: Blacks demand equality.

AFRO-AMERICANS

TOPIC: Areas of discrimination persist.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Small Group Activities Divide the class into four groups. Each group will read about one of the problems below. Report to the class about the problem and progress toward solution. 1. Housing. 2. Jobs. 3. Education. 4. Differential form of justice (laws). Large Group Activity Class makes a chart summarizing: 1. The problem. 2. What it does. 3. How people react. 4. Possible solutions. Large Group Class reads theories and discusses why racial differences occur in employment, education, income, and health. (Grade 8 only.)	Pamphlets: RACE AND EDUCATION NEGRO VIEWS OF AMERICA (Grade 8 only.) (pp 47-55) (AEP Unit Books) Book: THE NEGRO IN AMERICAN HISTORY (Volume 2) (pp 97-107) *Supplemental State Text: THE AMERICAN NEGRO (Clemons, Hollitz & Gardner)	Answer the following questions: 1. What happens when there is discrimination in housing, jobs, education, and laws? 2. What does this discrimination do to people? 3. What are some ways [redacted] students can solve this problem? 4. What are some ways that adults can solve this problem? Analyze viewpoints on racial differences and list differences. Then write own explanation using these theories, if you wish, along with your own ideas. (Grade 8 only.)

CONCEPT: Blacks demand equality.

AFRO-AMERICANS

TOPIC: Black feelings today.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Teacher shows four filmstrips. Children choose one of the blacks in this series and write: 1. Autobiography as if they were the person. 2. What they would do if they were in one of the situations described on the filmstrip.	Filmstrips and Records: GROWING UP BLACK - Parts I-IV (Schloat)	Identify at least six ways in which the feelings of young blacks differ from their own feelings. List four goals that the young blacks in the filmstrip have in common with their own goals.

Appendix A-1

VOYAGE TO SLAVERY

European Sea Captain barters with an African tribal leader for slaves. They argue over the amount of rum, metal tools, and trinkets that will be given for each ten slaves. The African tribe makes a surprise raid on a neighboring village. Breaking into the neighboring village homes, they capture several young blacks, killing their parents who try to resist. The young captives are bound and led away through the forest to the ship Captain. The Captain inspects the captives. They are loaded onto the ship, crowded into the hold. The hold is dark and smelly. Each captive is chained into a space smaller than a coffin. Their first time at sea in this strange, terrible ship they begin a voyage of several months. They lament the loss of loved ones, terrified in their dark, smelly, sea-sickened new world.

TO BE A SLAVE

Charles Ball, a slave during the early nineteenth century, came into contact with many Africans who had been brought to America. His own grandfather had come from Africa; and, as a child, Ball had heard many stories about Africa from him. In his autobiography he recorded the story of one slave who was brought from Africa to America ..... we were alarmed one morning, just at the break of day, by the horrible uproar caused by mingled shouts of men, and blows given with heavy sticks upon large wooden drums. The village was surrounded by enemies, who attacked us with clubs, long wooden spears, and bows and arrows. After fighting for more than an hour, those who were not fortunate enough to run away were made prisoners. It was not the object of our enemies to kill; they wished to take us alive and sell us as slaves. I was knocked down by a heavy blow of a club; and, when I recovered from the stupor that followed, I found myself tied fast with the long rope I had brought from the desert ..... We were immediately led away from this village, through the forest, and were compelled to travel all day as fast as we could walk ..... We traveled three weeks in the woods -- sometimes without any path at all -- and arrived one day at a large river with a rapid current. Here we were forced to help our conquerors to roll a great number of dead trees into the water from a vast pile that had been thrown together by high floods. These trees, being dry and light, floated high out of the water; and, when several of them were fastened together with the tough branches of young trees, (they) formed a raft, upon which we all placed ourselves, and descended the river for three days, when we came in sight of what appeared to me the most wonderful object in the world; this was a large ship at anchor in the river. When our raft came near the ship, the white people -- for such they were on board -- assisted to take us on the deck, and the logs were suffered to float down the river.

I had never seen white people before and they appeared to me the ugliest creatures in the world. The persons who brought us down the river received payment for us of the people in the ship, in various articles, of which I remember that a keg of liquor, and some yards of blue and red cotton cloth were the principal.

Ball, Charles. A Narrative of the Life and Adventures of Charles Ball, A Black Man, 3rd edition Pittsburgh: John T. Shryock, 1854.

SLAVE REVOLTS

There were repeated insurrections and there is solid evidence that the South lived in constant fear of the "docile" slaves.

Arson was the favorite and most feared method of revenge. In many slave areas, there were periodic epidemics of house-, gin-, and crop-burning. The big towns were not exempt. As early as 1723, fifty-three years before the Declaration of Independence, Boston was terrorized by a series of fires. On April 18, 1723, the Rev. Joseph Sewell of Boston preached a sermon on the "Fires that have broken out in Boston, supposed to be set purposely by ye Negroes."

Fires and rumors of slave-set fires bedeviled Albany, Georgia, and Albany, New York; Newark and Elizabeth City, New Jersey; Baltimore and Charleston, Augusta and Savannah, Georgia. The South was definitely a bad risk area. An official of the American Fire Insurance Company of Philadelphia sent the following letter to a Savannah, Georgia, man on February 17, 1820: "I have received your letter of the 7th instant respecting the insurance of your house and furniture in Savannah. In answer thereto, I am to inform you, that this company, for the present decline making insurance in any of the slave states."

Stampp and other historians have uncovered a mass of material relating to the slaves passive, "day-to-day resistance to slavery." They worked no harder than they had to, they staged deliberate slowdowns, stidown strikes, and fled to the swamps en masse at harvest time. They broke implements, trampled the crops and "took" silver, wine, money, corn, cotton, and machines.

Slaves ran away in droves. Following the North Star, some made their way to the North and on to Canada. Many aided by slaves and sympathetic whites, traveled the famed Underground Railway. They fled to Mexico, Florida, and Louisiana - before these territories became a part of the United States of America; they fled to the Indians and joined them in their wars against the white men.

Once a runaway slave, cornered by his pursuers, chose death. A contemporary newspaper account says that when pursuers found him he was standing "at bay upon the outer edge of a large raft of driftwood, armed with a club and a pistol. In this position he bade defiance to men and dogs -- knocking the latter into the water with his club, and resolutely threatening death to any man who approached him. Finding his obstinately determined not to surrender, one of his pursuers shot him. He fell at the third fire; and, so determined was he not to be captured that when an effort was made to rescue him from drowning, he made battle with his club and sunk waving his weapon in angry defiance at his pursuers."

"There were many proud and defiant slave rebels who could not be broken. They never stopped fighting back in one way or another. The court records of this period yield evidence that field slaves killed their masters and house slaves poisoned masters and mistresses with arsenic, ground glass and 'spiders beaten up in buttermilk.'" Slaves led revolts and insurrections. Herbert Aptheker, American Negro Slave Revolts, lists 250 slave revolts and conspiracies within the continental United States. "If slaves yielded to authority most of the time," says Stampp, "they did so because they saw no other practical choice. Yet few went through life without expressing discontent, somehow, sometime. Even the most passive slaves, usually before they reached middle age, flared up in protest now and then. The majority, as they grew older, lost hope and spirit. Some, however, never quite fave in, never stopped fighting back in one way or another ....."

PLESSY VS. FERGUSON CASE 1896

Teacher reads facts of the case.

A law passed by Louisiana in 1870 forbade negroes and whites to ride together in the same railroad car. Homer Plessy, a negro, decided to challenge the law. He considered it his right, as a man, to ride in any car he chose. He entered a car reserved FOR WHITES ONLY. When the conductor asked him to move, he refused and was arrested. (Found guilty under Louisiana law and case taken to Supreme Court.)

Activity:

Act out court scene.

Basis for Prosecution: "Louisiana law is constitutional." Separate cars for negroes are not a mark of inferiority -- as long as the cars were "equal".

Basis for Defense: "Louisiana law is not constitutional." Separate cars for negroes is a mark of inferiority -- because the cars are not "equal".

OR

Debate between majority and dissenting member, Justice Harlan.

Discuss with class: What was the court decision? 8-1 upheld Louisiana law of separate cars.

Discuss effect on next 50 years -- "separate but equal".

Law of the land.
What did separate but equal mean?
Refer to reversal of decision 1954 -- Topeka vs. Board of Education.

CONCEPT OF BLACK POWER

From BLACK POWER: THE POLITICS OF LIBERATION IN AMERICA, by Stokely Carmichael and Charles V. Hamilton, 1967.

The concept of Black Power rests on a fundamental premise: Before a group can enter the open society, it must first close ranks. By this we mean that group solidarity is necessary before a group can operate effectively from a bargaining position of strength in a pluralistic society. Traditionally, each new ethnic groups in this society has found the route to social and political viability through the organization of its own institutions with which to represent its needs within the larger society. Studies in voting behavior ..... have made it clear that politically the American pot has not melted. Italians vote for Rubino over O'Brien; Irish for Murphy over Goldberg, etc. This phenomenon may seem distasteful to some, but it has been and remains today a central fact of the American political system ....

The point is bovious: Black people must lead and run their own organizations. Only black people can convey the revolutionary idea -- and it is a revolutionary idea -- that black people are able to do things themselves. Only they can help to create in the community an aroused and continuing black consciousness that will provide the basis for political strength. In the past, white allies have often furthered white supremacy without the whites involved realizing it, or even wanting to do so. Black people must come together and do things for themselves .....

Black Power recognized -- it must recognize -- the ethnic basis of American politics as well as the power-oriented nature of American politics. Black Power, therefore, calls for black people to consolidate behind their own, so that they can bargain for a position of strength. But while we endorse the procedure of group solidarity and identity for the purpose of attaining certain goals in the body politic, this does not mean that black people should strive for the same kind of rewards (i. e., end results) obtained by the white society. The ultimate values and goals (of Black Power) are not domination or exploitation of other groups, but rather an effective share in the total power of the society.

Nevertheless, some observers have labeled those who advocate Black Power as racists; they have said that the call for self-identification and self-determination is "racism in reverse" or "black supremacy." This is a deliberate and absurd lie. There is no analogy -- by any stretch of definition or imagination -- between the advocates of Black Power and white racists. Racism is not merely exclusion on the basis of race but exclusion for the purpose of subjugating or maintaining subjugation. The goal of the racists is to keep black people on the bottom, arbitrarily and dictatorially, as they have done in this country for over 300 years. The goal of black self-determination and black self-identity -- Black Power -- is full participation in the decision-making processes affecting the lives of black people, and recognition of the virtues in themselves as black people .....

CONCEPT: The Indian was a well established resident of America before 1942.

AMERICAN INDIANS

TOPIC: The American Indian prior to the arrival of Europeans.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Have children trace the probable points of origin and routes to America which indicate that the American Indian is probably an immigrant from Asia. Show filmstrip. Discuss the American Indians' existence, tradition, and heritage in the wilderness.	*Book: NATIVE AMERICANS IN CALIFORNIA AND NEVADA (Forbes) (pp 1-22) Filmstrip & Record: AMERICAN INDIANS - PART I (Frames 1-10) (Schloat - Minorities Have Made America Great)	Discuss the probable origin of the Indians and the probable routes of their immigration to the American continent. Discuss how different groups of Indians lived in America prior to the arrival of the Europeans. Cultural traditions. Food, shelter, and clothing. Relations with neighboring tribes. Social framework. Education of their young.

*Basic teacher reference.

CONCEPT: The white man presented a threat to the American Indians' way of life.

TOPIC: East of the Mississippi River.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Have children discuss these points: European (Spanish, English, French) exploration and settlement in the eastern U. S. had great influence on the American Indian during the 1500's, 1600's, 1700's, and 1800's. Warfare. Disease. Decrease in food. Erosion of traditions. Break-up of families. Loss of land. Drama Have the children dramatize the following: You and your family are living in Millbrae. The U. S. is taken over by a far superior civilization from another planet. You and your family are going to be moved to a desolate region of the U. S. Your father has done everything to stop this movement, but he has failed. How would you react and feel about this movement?	*Book: NATIVE AMERICANS OF CALIFORNIA AND NEVADA (Forbes) (pp 23-51) *Book: AMERICAN INDIANS (Hagan) (Chapters 1-3) Book: INDIANS OF THE AMERICAS (National Geographic) (pp 52-57) Filmstrip & Record: AMERICAN INDIANS - PART I (Frames 11-53) (Schloat - Minorities Have Made America Great) *Supplemental Information: THE COMING OF THE WHITE MAN (Appendix I-1) INDIAN WARS (Appendix I-2)	Describe the changes in the American Indians' way of life (east of the Mississippi River) which resulted from the exploration and settlement by the white man. Describe the actions of the white man which caused these changes in the American Indians' way of life (east of the Mississippi River). Explain why the American Indians found it difficult to survive in the white man's America (east of the Mississippi River).

CONCEPT: The white man presented a threat to the American Indians' way of life.

AMERICAN INDIANS

TOPIC: West of the Mississipi River.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Have children report on the western migration of the white man and its influence upon the American Indian during the 1700's, 1800's, and 1900's, emphasizing these points: The railroad. Wagon trains. The U. S. Army. Indian treaties. Hunting grounds. Reservations (see Appendix I-3 for activities). Warfare. Loss of land (forced onto reservations). Degradation of the Indian. Disintegration of tribes and traditions. Debate the question: Should the white man have been allowed to settle the land west of the Mississippi River? Drama - Council meeting - Divide class into three groups. 1. A group of young braves who feel they must fight to save their hunting grounds. 2. A group of old braves who feel the tribe must make friends with the white man and use his guns and blankets and drink his whiskey. 3. A group who feels the white man is evil and the tribe must move to new grounds to save the tribe's identity.	*Book: NATIVE AMERICANS OF CALIFORNIA AND NEVADA (Forbes) (pp 52-94) *Book: AMERICAN INDIANS (Hagan) (Chapters 4-6) Book: INDIANS OF THE PLAINS (American Heritage) *Book: THE RED MAN'S WEST (edited by Kennedy) Book: INDIANS (Appell) Filmstrip & Record: AMERICAN INDIANS - PART I (Frames 54-73) (Schloat - Minorities Have Made America Great)	Describe the changes in the American Indians' way of life (west of the Mississippi River) which resulted from the westward migration and settlement of the white man. Describe the actions of the white man which caused these changes in the American Indians' way of life (west of the Mississippi River). Enumerate the reasons for the establishment of the Indian reservations. Explain why the American Indian found it difficult to survive in white America.

CONCEPT: The American Indian has contributed to the development of the United States.

AMERICAN INDIANS

TOPIC: Contributions of the American Indian.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Have groups or individual children research to find examples which emphasize: 1. Instances of individual and group sharing by American Indians which helped the white man survive. 2. The American Indian has made many significant contributions to the development of the United States.	Book: THE AMERICAN INDIAN STORY (pp 90-92) *Pamphlet: THE INDIAN IN AMERICAN HISTORY (Vogel) Book: INDIANS OF THE AMERICAS (National Geographic) (pp 421-424) Filmstrip & Record: AMERICAN INDIANS - PART II (entire filmstrip) (Schloat - Minorities Have Made America Great) Supplemental Information: INDIAN CONTRIBUTIONS (Appendix I-4)	List the instances of sharing by the American Indians. List the things which the American Indian has contributed to the development of the United States.

CONCEPT: The American Indian must cope with many problems in contenporary America.

AMERICAN INDIANS

TOPIC: The American Indian today.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Have children use newspaper and magazines and books to locate information which emphasizes that the American Indians today are members of the American culture and that they find themselves in a wide range of situations with many problems. Read the italicized quote on page 175 in "Our Brother's Keeper" to the class and discuss it with the class. Class reads (as a total class) "The Medicine Man's Last Stand" and discusses the discrepancies between three generations of American Indians. (Grade 5 only.) Class reads (as a total class) "Ishi, Last of His Tribe" and discusses the problems he faced and why he is important. (Grade 8 only.)	Supplemental State Text: ISHI, LAST OF HIS TRIBE (Grade 8 only) Book: INDIANS OF THE AMERICAS (Chapter 20) Book: THE AMERICAN INDIAN STORY (pp 92-95) Book: INDIANS (Appell) (pp 66-67) Book: WALK IN MY MOCCASINS (Warren) Book: THE MEDICINE MAN'S LAST STAND (Baker) (Grade 5 only) Book: SNOWBOUND IN HIDDEN VALLEY (Wilson) *Supplemental Information: INDIANS TODAY (Appendix I-5) *Book: OUR BROTHER'S KEEPER: THE INDIAN IN WHITE AMERICA (Cahn) *Pamphlet: ANSWERS TO YOUR QUESTIONS ABOUT AMERICAN INDIANS (Bureau of Indian Affairs) Film: ISHI (San Mateo County film)	Discuss the varied situations in which the American Indians find themselves today (e. g., some are still on reservations, some are living in the larger society, some have achieved success by U. S. standards, and others have not). Identify the problems which the American Indian encounters in his attempts to carry on the way of life he has selected. Discuss some possible solutions to the problems faced by today's American Indian.

Appendix I-1

THE COMING OF THE WHITE MAN

The arrival of the white man quickly changed Indian life. A wave of explorers and colonizers swept over America. Some wanted only gold and quick profits, and cared little for Indian rights. Others tried to prevent bloodshed and help the Indians. But white men brought new diseases, such as measles, smallpox, tuberculosis, and influenza. Epidemics killed thousands of Indians. The newcomers also brought strong liquor, which had disastrous effects on Indian life, especially in North America. Tribal traditions broke down, and Indians had no standards to put in their place.

Most settlers who came to the United States wanted Indian lands. They usually tried to get them by legal means, and at the same time make the Indians move away. The British and Americans made hundreds of treaties with the Indians, and paid for large tracts of land in cash or in goods. But many white men cheated the Indians, and broke most of the treaties. They regarded Indians as brutes without souls, and felt that they could treat them much as they treated wild animals. Many small but savage wars resulted.

INDIAN WARS

Indian wars were the struggles between Indians and white men for the rich lands that became the United States. The savage battles provide the background for many exciting stories and legends about massacres of innocent "palefaces", the army cavalry galloping to the rescue, and whooping redskins "biting the dust."

English settlers established their first small colonies along the Atlantic Coast in the early 1600's. As they moved into Indian lands in greater and greater numbers, quarrels developed between the Indians and the white men. These disagreements often led to the death of an Indian or a settler. An Indian war usually resulted. These wars continued until 1900.

Indian wars were not like wars as we know them today. We would call them "campaigns", because the fighting generally took place within a small area, and involved comparatively few persons. An Indian war usually took place between only one tribe and the white men who lived nearby. Sometimes the fighting spread, and many tribes joined in fighting the white man. Whites quickly adopted the tactics of the Indians, who struck in surprise attacks, usually at dawn. Indians killed or captured as many white men, women, and children as possible, and often scalped the dead. An early French missionary wrote of Indians at war: "They approach like foxes, fight like lions, and disappear like birds."

A basic cause for the fighting between white men and Indians was the different way of life of each group. Indians raised corn and other vegetables, but they hunted wild animals for most of their food and clothing. Most white settlers made a living by farming. In the East, they cut down forests to get farm land. After they destroyed trees and underbrush, wild animals could no longer live there. In the West, white hunters killed thousands of buffaloes just for their skins. The Indians usually had to choose between moving to new hunting grounds, often occupied by hostile tribes, or fighting to keep their old ones. They know that the white settlers threatened their lives and security.

Both Indians and white men were to blame for the many frontier wars. The colonists refused to recognize Indian rights. They believed that Indians were savages without souls. The Indians, in turn, did not understand the colonists' ways of doing things. For example, when Indians signed a treaty, they thought they had sold only the right to use the land, not the land itself. They did not realize that they could no longer hunt on the lands of their ancestors, just because their chiefs had made marks on a piece of paper.

The Indian wars could end in only one way. European settlers came in a steady stream, and had large families. They quickly outnumbered the Indians, claimed their lands, and pushed them westward. When white men first landed in North America, about 1,000,000 Indians lived on the continent. Disease, strong liquor, and almost 300 years of warfare reduced this number to about 400,000 by 1900.

But the European settlers did not bring the first warfare to North America. Indian tribes had fought among themselves for thousands of years. They struggled constantly for the best hunting grounds and village sites, for revenge after the killing of a tribesman, and for personal glory. An Indian brave earned his highest honors in personal combat with an enemy. Some tribes honored a warrior more for merely touching an opponent than for killing him. Many Indians thought that war and hunting were the only suitable occupations for a man. But not all Indian tribes were equally warlike. Some, including the Iroquois and the Apache, fought almost all the time. Others, such as the Delaware, usually remained peaceful. After the white man came, Indians fought mainly for survival. Many peaceful tribes had to "take up the hatchet" and "go on the warpath."

Most Indian wars were little more than futile attempts by desperate, poorly equipped Indians to keep their land and their way of life. The white men won in the end, and often rewrote history to suit themselves. A famous Indian fighter, General Nelson A. Miles, said that "The art of war among the white people is called strategy or tactics; when practiced by the Indians it is called treachery."

THE RESERVATION SYSTEM

The American practice has been to set aside reservations for Indians to live on. In your library, learn where some of these reservations are located. Find out if they are on good farming lands. Find out if they are within town limits and bustling with business as many towns are.

The Indian reservation system is a form of segregating, or separating, certain Americans from other Americans.

a. List arguments in favor of the reservation system.

b. List arguments against it.

c. Do the arguments convince you one way or another about the reservation system? Which argument is most important in helping you take a stand?

d. Can you suggest a different plan that might have solved the Indian "problem"?

INDIAN CONTRIBUTIONS

When white men came to America, they found that the Indians had explored almost all the land, and had discovered important natural resources. For example, Indians had found the easiest trails over mountains and across rivers. They had located mineral springs and deposits of copper, turquoise, gold, silver, and other minerals; and they guided the newcomers to them. They taught white men how to travel by canoe and on snowshoes. Indians invented the hammock. They first gathered rubber and grew tobacco.

Food was probably the Indians' most important gift to the white man. Life would be quite different today without corn and sweet potatoes, which they taught the settlers how to grow. The Indians also grew peppers, pineapples, squash, tomatoes, vanilla, avocadoes, peanuts, chicle (for chewing gum), and beans. They also made chocolate and maple sugar. Europeans know nothing about these foods before 1492. The Indians had developed wild plants into useful foods through thousands of years of cultivation. Indians even taught the white men how to cook the food. They showed them how to prepare clambakes and corn roasts, and how to make grits, hominy, popcorn, succotash, and tapioca.

Our language owes much to the Indians. Hominy and succotash are Indian words. So are other common names, such as chipmunk, skunk, and woodchuck. More than half the states have Indian names, from Massachusetts in the east to Oregon in the west. Hundreds of mountains, rivers, cities, and towns have Indian names.

Many Indians have become famous in history. Some led their people in warfare against white settlers. Warriors such as Crazy Horse, Geronimo, Osceola, and Pontiac earned their enemies' respect with their bravery and courage in the face of great odds. Others, like Sequoya, helped their people adjust peacefully to new ways. Hiawatha has become known as the hero of the poem by Henry Wadsworth Longfellow. But he first earned fame as a statesman by forming the great Iroquois League. Perhaps most important to the growth of America were the Indians who befriended the white men in times of trouble. Massasoit and Samoset helped the early Pilgrims survive their first difficult years in New England. Far across the country, Sacagewea guided Meriwether Lewis and William Clark to the Pacific Ocean.

INDIANS TODAY

Indians of today include both primitive hunters who live much like their ancestors, and educated people who have achieved success in the modern world. It is often difficult to decide just who is an Indian. In the United States, a person's ancestry usually determines his race. The United States government generally considers anyone with one-fourth Indian blood to be an Indian. Countries throughout the Western Hemisphere have tried to provide Indians with equal rights and opportunities, but discrimination often continues. Some Indians are still superstitious and unwilling to change.

Canada and the United States have about 732,000 Indians. About 208,000 live in Canada, and about 524,000 in the United States. In both countries, most Indians live in areas set aside for them. The United States has about 100 reservations, managed by the Bureau of Indian Affairs in the Department of the Interior. The national government owns the Indian lands, and holds them in trust for the Indians.

Indians do not have to live on reserved land in the United States. But they usually do so because this land is tax-free. Some tracts are held by a tribe and some are divided into individual plots. Some tribal lands include rich stands of timber or oil and mineral deposits. In 1946, the United States set up the Indian Claims Commission to settle Indian claims regarding loss of land, broken treaties, and other wrongs. Many Indians on reservations farm the land or raise livestock. Others work in nearby factories, farms, or mines. Some are teachers, nurses, or doctors. The United States government provides free education and medical service for Indians on reservations. The U. S. Bureau of Indian Affairs has a special service that helps Indians relocate, or settle and get jobs in cities.

In the United States, Indians are citizens and may vote. Laws encourage as much self-governing as possible within the tribes. In addition to electing officers and punishing minor offenses, tribes can borrow money from the national government for improvements, and can lend money to their members.

CONCEPT: Early contact with the Chinese.

CHINESE-AMERICANS

TOPIC: Chinese in America during 1700's.

GRADE 4

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Have children locate the major U. S. trade routes to China and show ports where contact with Chinese took place. Emphasize these points: The Chinese in early America increased as trade between China and other nations grew. The rich China trade started to flourish after the Revolutionary War. First recorded instance of Chinese in America - August, 1785. No known colonies of Chinese in the U. S.	*Syllabus: A HISTORY OF THE CHINESE IN CALIFORNIA (pp 1-8) Book: PASSAGE TO THE GOLDEN GATE (Chu) (Chapter 1) *Supplemental State Text: OUR ORIENTAL AMERICANS (Ritter, Ritter & Spector)	Discuss how trade between China and America was the major source of contact during the 1700's.

*Basic teacher reference.

CONCEPT: Chinese population in America increased during 1800's.

CHINESE-AMERICANS

TOPIC: Growth and dispersal of Chinese.

GRADE 4

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Map work showing the location of: Colonies of Chinese being established on west coast (San Francisco, gold rush camps, railroad towns) and on east coast (New England). Emphasize these points: Increased numbers of Chinese residing in U. S. as a result of: 1. Increased trade. 2. Gold rush. 3. Demand for cheap labor (coolie trade). 4. Business opportunities. 5. Hardships, warfare, and repression in homeland China. Have children trace the migration routes and destinations of Chinese throughout the United States. Emphasis on these points: Chinese migrated to mid-western and southern sections of U. S. as railroad laborers and farm workers.	*Syllabus: A HISTORY OF THE CHINESE IN CALIFORNIA (pp 8-17 & 22-23) Book: PASSAGE TO THE GOLDEN GATE (Chu) (Chapters 1, 2 & 3) Filmstrip & Record: JAPANESE-AMERICANS AND CHINESE-AMERICANS (Schloat - Minorities Have Made America Great) *Supplemental State Text: OUR ORIENTAL AMERICANS (Ritter, Ritter & Spector)	List five reasons why the numbers of Chinese in America increased during the 1800's. List the places in the U. S. to which the Chinese migrated. Explain why some Chinese migrated throughout the United States.

CONCEPT: Chinese involved in economic development of the United States.

CHINESE-AMERICANS

TOPIC: Economic development during 1800's and 1900's (economic contributions).

GRADE 4

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Have the children locate and report on the places where the Chinese were directly involved in the development of the following during the 1800's and 1900's and the extent of their participation: Gold mining. Mining (quick silver, coal, borax, and salt). Fishing industry. Shrimp industry. Abalone industry. Other fishing industries (shark, crab, seaweed). Salmon canning industry. Railroads. Cigar industry. Woolen industry. Footwear industries. Sewing trades. Other industries. Land reclamation. Agriculture. Restaurants. Laundries. Domestic help.	*Syllabus: A HISTORY OF THE CHINESE IN CALIFORNIA (pp 34-64) Book: PASSAGE TO THE GOLDEN GATE (Chu) (Chapters 2, 4, 5, 6 & 7) Filmstrip & Record: JAPANESE-AMERICANS AND CHINESE-AMERICANS (Schloat - Minorities Have Made America Great) *Supplemental State Text: OUR ORIENTAL AMERICANS (Ritter, Ritter & Spector)	Locate the places where Chinese were directly involved in the economic development of California and the U. S. during the 1800's and 1900's. Discuss the extent of Chinese involvement in the economic development in California and the U. S.

CONCEPT: Chinese in America perpetuated their social and cultural heritage.

CHINESE-AMERICANS

TOPIC: Social and cultural development during the 1800's and 1900's (social and cultural contributions).

GRADE 4

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Visit Chinatown to see the existing social and cultural institutions. Contact Chinese Historical Society of America in San Francisco. Have children report on these historical points prior to trip: During the 1800's the Chinese in America perpetuated a social and cultural heritage. 1. The Chinese six companies. 2. Family and district associations. 3. Schools. 4. Newspapers. 5. Theaters. 6. Temples. 7. Festivals. Compare Millbrae to Chinatown with regard to the social and cultural institutions in both. Read and discuss the story ("A Chinese Immigrant"). Have children decide what they would do if they were Fatt Hing.	*Syllabus: A HISTORY OF THE CHINESE IN CALIFORNIA (pp 64-78) Story: A CHINESE IMMIGRANT (Appendix C-1) Filmstrip and Record: JAPANESE-AMERICANS AND CHINESE-AMERICANS (Schloat - Minorities Have Made America Great) Supplemental Information: SOME REACTIONS TO THE CHINESE IN THE U. S. (Appendix C-4) *Supplemental State Text: OUR ORIENTAL AMERICANS (Ritter, Ritter & Spector)	Describe the ways the Chinese in America perpetuated their social and cultural heritage during the 1800's and 1900's. Identify some of the social and cultural pressures which probably influenced the Chinese in America. List three similarities and three differences between Millbrae and Chinatown.

CONCEPT: Chinese in America were the object of discrimination.

CHINESE-AMERICANS

TOPIC: Discrimination against the Chinese during the 1800's and 1900's.

GRADE 4

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Have the children report on instances of discrimination against the Chinese in America. Emphasis on these points: During the 1800's and 1900's the Chinese were the object of discrimination in California and in the United States. For example, legal actions and laws discriminated against the Chinese in the areas of: 1. Immigration. 2. Employment. 3. Education. 4. Naturalization. 5. Travel. 6. Residence. 7. Medical care.	*Syllabus: A HISTORY OF THE CHINESE IN CALIFORNIA (pp 22-30) *Supplemental Information: HOUSING (Appendix C-2) CHINESE IMMIGRANT LIVING CONDITIONS (Appendix C-3) SOME REACTIONS TO THE CHINESE IN THE U. S. (Appendix C-4) SPEECHES IN FAVOR OF RESTRICTED IMMIGRATION (Appendix C-5) ORIENTAL EXCLUSION ACTS (Appendix C-6) DISCRIMINATION AGAINST THE CHINESE - 1800'S (Appendix C-7) U. S. IMMIGRATION POLICY, 1924-1965 (Appendix C-8) Filmstrip & Record: JAPANESE-AMERICANS AND CHINESE-AMERICANS (Schloat - Minorities Have Made America Great) *Supplemental State Text: OUR ORIENTAL AMERICANS (Ritter, Ritter & Spector)	Describe the ways in which the Chinese in America were the object of discrimination during the 1800's and 1900's.

A CHINESE IMMIGRANT

At nineteen Fatt Hing had already seen and heard and learned more about the world than most of the men in his village, for he was a fish peddler who often went to the coast to buy his fish to sell at the market. He had often seen foreign ships and hairy white men on the decks.

At the docks he had heard that there were mountains of gold for the picking somewhere beyond the ocean, and he dreamed of going there. He learned he could buy passage on one of the huge foreign ships. Then he was shocked to find that the magistrate's soldiers had arrested many who had tried to board the ships and to learn that the punishment was death for a subject of the Emperor to emigrate from his homeland.

After months of cautious probing, Fatt Hing learned the garrison leader could be bribed. By then, reports were filtering back that the Mountain of Gold was no myth and that gold was free for those who would come to mine it, and he made up his mind to go. It took time to convince his parents, but finally his father sold the water buffalo and his mother pawned her earrings to pay for his passage. He was smuggled on board a Spanish ship bound for California.

After he was secreted on board, Fatt Hing discovered to his surprise that the entire hold was filled with young men like himself. They slept, sat, ate, and waited on straw mats on the floor. The air in the hold was stifling and foul, putrid from the vomiting of those who were seasick. The decks were much too cold for their thin garments; and, besides, most of it was roped off. Fatt Hing spent many days and nights with his nose pressed against a crack in the boards covering the hold. Those days and nights were filled with misgivings about the step he had taken. The trip took more than three months, and each day added to his apprehension.

The men began to fear they had been hoodwinked and were to be sold as slaves in a foreign land, but on the 95th day the hills of San Francisco rose over the horizon. The hold was opened and the men swarmed out onto the decks as the ship inched into the harbor.

When the ship docked, a delegation of Chinese was on hand to greet the new arrivals, took them to Chinatown, fed them, and gave them strong hot tea.

Their spokesman said, "I am Wong Wing Dock, chairman of the Six Companies. We came as you did to seek gold, but we were among the first and there was not one to greet us. We were weak, bewildered and lost.

"One valuable lesson we have learned is that we must stick together, even though we are not kin. So we have formed an organization called the Six Companies, representing the six districts which most of us come from.

"You will always find food and shelter here among us. Undoubtedly you will want to send a letter home to let your families know of your safe arrival. Elder brother Leong is a learned man, and he will help you write your letters. When you have earned money, you will pay dues into the company fund which allows us to take care of our own.

"The foreigners' ways are different from ours; their language is different. Most of them are loud and rough, while we are accustomed to order. If possible, try to avoid any contact with them.

"Also try not to provoke the foreigners, even though they like to provoke us. They do not like our clothing or our queues and make fun of them. Be patient and maintain your dignity. If you are lucky you may not have to stay here long."

Though the strangeness of his environment was disconcerting, and he was weak from confinement in the ship's hold, Fatt Hing was comforted because he was among his own people -- people who spoke his language and observed his customs.

Should he stay here in Chinatown or go on to the gold fields?

HOUSING

"Chinatown is the most densely populated section of San Francisco. City-wide there are 24.6 persons per acre; in Chinatown there are 120 to 180 per acre .....

"In Chinatown the community bathroom is a virtual way of life ..... 60% of the housing lacks separate bathrooms. This blatant situation is not only unhealthy but extremely inconvenient. Semi-public bathrooms, as basic an amenity as there can be, force residents of the building to stand and wait in lines, carrying their toilet articles, and above all deprive residents of their most cherished amenity -- privacy. Hygienically, common toilets present a problem in themselves. For one, the necessary maintenance, even if it is attempted, is not always successful (who will clean?).

"Another facility that is commonly shared in many Chinatown apartments is the kitchen. That is, if a resident is fortunate to have such a facility. Other apartments or rooms may be served by either a single stove or several hot plates. Depending on the building and its location, 50 to 100 people may have to be served from one common kitchen.

"In some apartments where heat is lacking, the cook stoves serve also to heat the building in cold weather. Some apartments are deficient in natural lighting and, in many cases, improper artificial lighting ..... Since a large percentage of the housing is so old, it is not strange that much of the overhead lighting, as well as the electrical wiring in the building, is quite antiquated."

("The Other Side of S. F. Chinatown" by Gerald J. Chan. 1967. From pp 2-3.)

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CHINESE IMMIGRANT LIVING CONDITIONS

"Expansion in Chinatown is limited. Fifteen thousand Chinese live in an area of five blocks by four blocks, which is dedicated not primarily to residences but to shops, restaurants, and institutions. Reports of the inconceivable conditions under which the Chinese maintain themselves are not exaggerated. Of the 3830 dwelling units in Chinatown, approximately 3000 are totally without heating equipment. In all Chinatown there are only 447 homes acceptable by the survey standards, and all of them are in a high rental bracket. Buildings constructed after the fire to house single men on a bare existence basis -- that is, containing tiny windowless rooms with hall toilets and kitchens and often no bath facilities anywhere -- now house families -- sometimes as many as ten to a room. Some in the very heart of San Francisco have neither gas for cooking nor electricity for light but use wood and kerosene.

"They live crowded together above the shops and below the sidewalks. Their windows, if they have any, look out on streets that are noisy until the early hours of the morning. The children lack adequate homes; they play in the streets at night or sit with their mothers and fathers at the workshops until midnight. As a consequence of these living conditions, the Chinatown tuberculosis rate is three times that of the rest of the city. Though the Chinese cultural tradition has helped to maintain morale so far, there are now numerous indications of discouragement and disintegration.

"Three of every five Chinese families are living in one or two rooms, rooms usually so small as to deserve the appellation of 'cubicles.'"

(Report of the San Francisco Housing Authority, quoted in Carey McWilliams, Brothers Under the Skin. Boston: Little, Brown & Company, 1964. pp 109-110.)

SOME REACTIONS TO THE CHINESE IN THE U. S.

1. 1840's: Description of a group of Chinese house builders:

"The quietness and order, cheerfulness and temperance which is observable in their habits, is noticed by everyone. Search the city through and you will not find an idle Chinaman and their cleanliness exceeds any other people we ever saw ....."

(A letter of Littell's Living Age, quoted in A History of the Chinese in California. Ed. Thomas W. Chinn. San Francisco: Chinese Historical Society of America, 1969. pp 9.)

2. 1850's: Report of a committee of the state legislature:

"Your committee were furnished with a list of eighty-eight Chinamen, who are known to have been murdered by white people, eleven of which number are known to have been murdered by Collectors of Foreign Miner's License Tax-sworn officers of the law. But two of the murderers have been convicted and hanged. Generally they have been allowed to escape without the slightest punishment."

("The Chinese in the California Mines." Quoted in A History of the Chinese in California. Ed. by Thomas W. Chinn. San Francisco: Chinese Historical Society of America, 1969. pp 32.)

3. 1860's: Workers on the railroad:

"I want to remind you of the things that Chinese labor did for us in opening up the western portion of this country. I am a son of the man who drove the first transcontinental railroad across the American Northwest ..... I was near him when he drove the last spike and paid an eloquent tribute to the men who had built that railroad by their manual labor for there were no road-making machines in those days.

"He never forgot and never failed to praise the Chinese among them, of whom nearly 10,000 stormed the forest fastnesses, endured cold and heat and the risk of death at the hands of the hostile Indians to aid in the opening up of our great northwestern empire.

"I have a dispatch from the chief engineer of the Northwestern Pacific, telling how the Chinese laborers went out into eight feet of snow with the temperature far below zero to carry on the work when no American dared face the conditions."

(Christian Century. "Justice for the Chinese," by O. G. Villard, Vol. 60, 26 May 1943, pp 633-634.)

4. 1860's: An editorial in the New York Times in 1865:

"Now we are utterly opposed to the permission of any extensive emigration of Chinamen or any other Asiatics to any part of the United States. There are other points of national well-being to be considered beside the sudden development of material wealth. The security of its free institutions is more important than the enlargement of its population. The maintenance of an elevated national character is of higher value than mere growth in physical power ..... with Oriental blood will necessarily come Oriental thoughts and the attempt at Oriental social habits ..... We have four million of degraded negroes in the South ..... And if there were to be a flood-tide of Chinese population -- a population befouled with all the social vices, with no knowledge or appreciation of free institutions or constitutional liberty, with heathenish souls and heathenish propensities, whose character, and habits, and modes of thought are firmly fixed by the consolidating influence of ages upon ages -- we should be prepared to bid farewell to republicanism and democracy."

(New York Times, 3 September 1865. Reprinted in Stuart Creighton Miller, An East Coast Perspective to Chinese Exclusion, 1852-1882. Unpublished.)

5. 1870's: Part of the manifesto of the Workingmen's Party led by Dennis Kearney.

"To an American death is preferable to life on a par with the Chinaman. What then is left to us? Our votes! But this may fail. Congress, as you have seen, has often been manipulated by thieves, speculators, land grabbers, bloated bond-holders, railroad managers, and shoddy aristocrats -- a golden lobby dictating its proceedings. Our own legislature is little better ..... We declare to them that when the workingmen have shown their will that "John" (nickname for Chinese) should leave our shores, and that will shall be thwarted by fraud or cash, by bribery and corruption, it will be right for them to take their affairs into their own hands and meet fraud with force. Treason is better than to labor beside a Chinese slave ..... The people are about to take their own affairs into their own hands and they will not be stayed either by 'Citizen Vigilantes', state militia, nor United States Troops."

(Manifesto of the Workingmen's Party, 16 October 1876.)

6. 1870's: Incidents of violence:

"In the spring of 1876, the Chinese were driven from small towns and camps, their quarters burned. Some Chinese were killed or injured. In June of 1876, a violent attach was made upon them at Truckee.

"In 1877 employers of Chinese labor in Chico received threatening letters. In March of that year, six tenant farmers were attacked and five killed. The murderer who was caught confessed to being under orders from the Workingmen's Party."

Some reactions to the Chinese in the U. S.

"In July 1877, a great riot broke loose. Twenty-five houses were burned, and there followed an outbreak of riots. For months afterwards no Chinese was safe on the streets. Arson and personal abuse spread to adjacent counties. Chinese laundries were burned; and, when occupants tried to escape, they were shot or left to die in flaming buildings."

"In 1878, the entire Chinese population of Truckee was rounded up and driven from town."

"In 1885, the infamous massacre of 28 Chinese in Rock Springs, Wyoming, occurred. Many others were wounded and hundreds were driven from their homes."

(Mountain of Gold. B. L. Sung, New York: Macmillan Company, 1967. pp 43-44.)

SPEECHES IN FAVOR OF RESTRICTED IMMIGRATION

Congressman Walkins of Oregon in the House of Representatives, 5 April 1924:

> "The sooner this Congress lays down the proposition of not admitting the people of those nations who cannot assimilate, who cannot become a part of our blood, our tongue, our life, and our ways, the sooner will we begin to mirror the sentiments and the wishes of the great body of Americans who want America for Americans (applause) . . . . .
>
> "Gentlemen, (in this bill) there is no discrimination ..... but suppose there is discrimination, suppose we do discriminate against some countries, suppose we discriminate against southeastern Europe, I claim there is justification for it. I claim the American people have the right to discriminate against those nations who have not used the hospitality of this country as invited guests ought to use it. This country is like a large household. I can tell a Chinaman, or an Italian, or a Greek, or a Japanese in Portland, Oregon, 'You cannot come into my home; I am not inviting you there.' If I want to invite my friend from Ohio, Mr. Burton, to come in, it is my business and nobody else's. That is the way with America -- we can invite Englishmen or whom we please."
>
> (Congressional Record, LXV, part 6. pp 3677-3678.)

Senator Smith of South Carolina in the Senate on 9 April 1924:

> "I think we now have sufficient population in our country for us to shut the door and to breed up a pure, unadulterated American citizenship ..... Thank God we have in America the largest percentage of any country in the world of pure unadulterated Anglo-Saxon stock; certainly the greatest of any nation in the Nordic breed. It is for the preservation of the splendid stock that has characterized us that I would make this not an asylum for the oppressed of all countries, but a country to assimilate and perfect that splendid type of manhood that has made America the foremost Nation in her progress and in her power, and yet the youngest of all the nations .....
>
> "Without offense, but with regard to the salvation of our own, let us shut the door ....."
>
> (Congressional Record, LXV, part 6. pp 5961.)

ORIENTAL EXCLUSION ACTS

A series of acts passed by Congress in 1882, 1888, and 1892, prohibited Asians from entering the United States.

Chinese first came to the United States in large numbers after the discovery of gold in California in 1849. They were well received for a time, but met hostility when they moved to large cities. Between 1864 and 1869, Chinese coolies were brought to the United States to help build the Central Pacific Railroad. In 1868, China and the United States signed a treaty to protect this immigration.

However, America accused the Chinese of unfair competition in business, of lowering wages, and of immoral and unsanitary habits. During the economic depression of the 1870's, feeling against the Chinese increased. In some instances, they were victims of mob violence. Westerners demanded that Chinese immigration be halted. Despite the treaty of 1868, Congress passed the first Oriental Exclusion Act in 1882. These laws were first intended to be only temporary, but Congress made exclusion permanent in 1902. The Immigration Act of 1924 prohibited the entry of all Asiatic laborers.

During World War II, Congress repealed the laws against the Chinese. They may now enter the United States on a quota basis, and are eligible for citizenship. The Immigration and Nationality Act of 1952 extended the same privileges to other Asians, including the Japanese.

DISCRIMINATION AGAINST THE CHINESE - 1800'S

It should be recalled that the full-scale Chinese immigration occurred after the discovery of gold in California in 1849, and that as early as 1852 the Governor of California advised that restriction be placed against them. His reasons have a familiar ring -- Chinese coolies lowered the standard of living, they were unassimilable, they were heathens, they came only to take American money; and, unless checked, they would eventually overrun the state.

Cases of violence against the Chinese were common. For example, there was a massacre in Los Angeles in 1871:

> The trouble originated when two police officers, seeking to break up a Tong war in the Chinese quarter, were seriously wounded, and a third member of the squad was killed outright by frenzied Chinamen (SIC). A mob of a thousand persons, "armed with pistols, guns, knives and ropes," immediately marched into the Chinese section, seized victims without any attempt to discriminate between the innocent and guilty, overpowered the officers of the law who were seeking to disperse the crowd, and hanged at least 22 Chinamen (SIC) before the evil business came to an end. Most of the lynchings took place on Commercial and New High Streets, in what was then the very heart of the business district; and, though the mob was composed of the "scum and dregs' of the city, no serious attemps was ever made to bring the ring-leaders to justice.

Another large-scale massacre was reported in Rock Springs, Wyoming, in 1885, when 29 Chinese were murdered, their homes destroyed, and their belongings scattered. There were probably economic motives behind this riot, because the railroad-building had just been finished, and unemployed Chinese were now competing with whites for jobs.

At any rate, the cry of "The Chinaman must go" became a rallying point, particularly in California. In 1879, 154,638 Californians voted for Chinese exclusion, and only 883 voted against it. Law after law had been passed to harass the Chinese, even though most of this legislation was later deemed unconstitutional. In addition, since exclusion was outside the province of any individual state, California led the fight for national legislation against the Chinese. In two ways the Californian united to drive the Chinese out. First, they employed techniques of local harassment, hoping to make life intolerable for the Chinese; and, second, they used every legal means at their disposal.

U. S. IMMIGRATION POLICY, 1924-1965

The United States turns full cycle in its treatment of immigrants --- from discrimination to equality.

Opponents of immigration were unhappy with the Immigration Act of 1921 because they felt that it still admitted too many foreigners.

To some extent this attitude was a product of the times. After World War I, America, weary of outside entanglements, wrapped itself in a cloak of isolationism that was decidedly anti-foreign.

The most extreme position was taken by the Ku Klux Klan, which, in this respect, became the successor of the Know-Nothings. The Klan was anti-Negro, anti-Catholic, anti-Jewish -- against everybody not white, Anglo-Saxon, and Protestant.

The vast majority of Americans had little interest in these radical ideas. Yet at the same time many of them felt a sense of racial and ethnic pride. Many believed that too many foreigners would upset the ethnic balance of America and that immigration had gone far enough.

As immigration continued to mount, popular pressure for more effective controls increased. Congress responded by passing a new and more drastic immigration law in 1924.

The Immigration Act of 1924: (1) created a permanent quota system (that of 1921 was only temporary); (2) chopped the 1921 annual quota from 358,000 to 164,000; (3) reduced the immigration limit from 3 percent to 2 percent of each foreign-born population living in the United States in 1890 (rather than 1910); (4) provided for a future reduction of the quota to 154,000 on the basis of the 1920 census.

The new law cut the quota for northern and western European countries by 29 percent, but slashed that for southern and eastern Europe by 87 percent. Italy's quota, for example, was reduced from 42,057 to 3,845 persons.

In 1929 the quota system based on national origin went into effect and became the cornerstone of American immigration policy for the next 34 years.

During all this time relatively high quotas for such nations as England, Ireland, and Germany, were usually half-filled, while thousands from nations like Italy, Poland, and Hungary waited, sometimes for years, for a place in the tiny quota set for eastern and southern Europe.

Immigration declined markedly after 1924. From 1924 to 1947, for example, only 2,718,006 immigrants came to the United States, a total equal to the number entering during any two-year period before World War I.

Over the years several measures temporarily sidestepped the rigid provisions of the quota system. In 1948 Congress passed the Displaced Persons Act, which made it possible for some 400,000 World War II refugees to come to America. Yet during World War II the United States evacuated thousands of Japanese-Americans, most of whom were native-born, from the West Coast to detention camps. The Japanese-Americans, the theory went, were not to be trusted.

In 1953 the Refugee Relief Act came to the rescue of some 214,000 people who had fled from the Communist countries of eastern Europe. Under the same authority, 21,500 Hungarians fleeing their homeland after the failure of the Hungarian revolt in 1956 were admitted to the United States. The Cuban Refugee Program, established in 1961 by President Kennedy, paved the way for thousands of Cuban refugees from Communist Cuba to find sanctuary in the United States.

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The Immigration and Nationality Act of 1952 (the McCarran-Walter Act) was the first major legislation on immigration since 1924. But it did little more than affirm the old national origins quota system. The act codified and slightly amended existing immigration laws. It permitted the naturalization of Orientals, previously ineligible. Perhaps reflecting the anti-Communist hysteria of the 1950's, the act also gave the Attorney General authority to expel aliens considered "subversive," regardless of citizenship.

The McCarran-Walter Act became law over President Truman's veto. He said, "The idea behind this discriminatory policy was, to put it boldly, that Americans with English or Irish names were better citizens than Americans with Italian, Greek, or Polish names ..... Such a concept is utterly unworthy of our traditions and our ideals."

In 1963 President Kennedy, the great-grandson of an Irish immigrant, proposed sweeping reform of immigration policy through the elimination of the national origins quota system.

President Johnson proposed similar legislation in 1965; and Congress, with a minimum of delay, passed the bill. On October 3, 1965, President Johnson standing in the shadow of the Statue of Liberty in New York harbor, signed the Immigration and Nationality Act of 1965. It was both historic and far-reaching.

Most important, it orders elimination of the national origins quota system in favor of a world-wide quota blind to national origin. Immigration is redistributed by pooling unused quotas and making them available on a first-come, first-served basis to oversubscribed nations.

After June 30, 1968, an annual overall celing of 170,000 applies on the basis of strict equality to nations outside the Western Hemisphere, and 120,000 for nations in the Western Hemisphere. These figures do not include dependents or close relatives. No one nation, the act specifies, is allowed more than 20,000 visas a year.

The new law establishes an admissions system with four ranks of preference: (1) persons whose special skills would be "especially advantageous to the United States"; (2) unmarried children over 21 years of age of American citizens; (3) spouses and unmarried children of aliens living permanently in the United States; (4) other relatives of persons living in the United States and workers with "lesser skills," who could fill special labor needs.

The legislation eliminates the requirement that skilled immigrants have an employer before coming to the United States, but retains this requirement for unskilled categories. A controversial aspect of the law, however, requires an immigrant without relatives in the United States to prove that he would take a job that in no way conflicted with American workers.

The Immigration and Nationality Act of 1965 brought about a strong increase in immigration from southern Europe and Asia, which had a huge backlog of applicants, and a drop in entries from western Europe. For the first time in history, a person from an Asian or African nation received the same consideration as a person from France or Germany.

In abolishing the national origins quota system, President Johnson said, "We can now believe that it will never again shadow the gate to the American nation with the twin barriers of prejudice and privilege."

CONCEPT: Early Japanese immigration and settlement in the United States.

JAPANESE-AMERICANS

TOPIC: First significant immigration around 1890.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Show and discuss the first segments of the Schloat filmstrip and record with the children. Have children report on immigration figures. Locate sites of major Japanese settlements on west coast of United States. Discuss with the children the prevalent feelings in California and the United States toward the Chinese during the forty years prior to the Japanese immigration, and their influences on the attitudes toward the Japanese in America.	Filmstrip & Record: JAPANESE-AMERICANS AND CHINESE-AMERICANS (Schloat - Minorities Have Made America Great) *Book: JAPANESE-AMERICANS (Kitano) (pp 1-15) *Supplemental State Text: (Ritter, Ritter & Spector)	Identify the reasons for the immigration of the Japanese to the U. S. Describe the characteristics and background of the Japanese who made this early immigration. Define the terms: ISSEI (ee-say) (first generation immigrant born in Japan) NISEI (nee-say) (second generation born in U. S. to Issei parents) SANSEI (sahn-say) (third generation born in U. S. to Nisei parents) Describe the general American attitude toward the Japanese (and Orientals in general) at the time of the Japanese arrival.

*Basic teacher reference.

CONCEPT: Japanese immigration to and settlement in the United States (1890-1941).

JAPANESE-AMERICANS

TOPIC: Japanese adaptation in the United States.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Show and discuss the first segments of the Schloat filmstrip and record with the children. Locate the sites of Japanese settlements in California and the U. S. Determine the major means of livelihood used by the Japanese in the urban and rural areas. Explore the various handicaps which were placed in the way of the Japanese. Which groups placed these handicaps and why? Discuss how the Japanese adapted to these handicaps and successfully survived in the United States. Discuss the anti-Oriental feelings which existed just prior to the Immigration Act of 1924, and how these feelings influenced the Act's passage.	Filmstrip & Record: JAPANESE-AMERICANS AND CHINESE-AMERICANS (Schloat - Minorities Have Made America Great) *Book: JAPANESE-AMERICANS (Kitano) (pp 7-29) *Supplemental Information: See Appendixes C-5, C-6, and C-8 in the Chinese-American section of this guide. *Supplemental State Text: OUR ORIENTAL AMERICANS (Ritter, Ritter & Spector)	Describe the various occupations the Japanese engaged in. Identify the reasons why the Japanese were limited in their access to these occupational areas. Discuss the handicaps which were placed upon the Japanese by the majority society. Describe how the Japanese adapted to these handicaps and were successful in their attempts to survive in the United States. Discuss how the major purpose of the Immigration Act of 1924 was the exclusion of Asiatic people.

CONCEPT: Japanese-Americans and World War II. JAPANESE-AMERICANS

TOPIC: Removal of Japanese-Americans to relocation centers. GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Discuss Executive Order 9066 (February, 1942), as signed by Pres. F. D. Roosevelt, authorizing the U. S. military to remove Japanese Americans to relocation centers in the central portions of the United States. Show and discuss the portions of the Schloat filmstrip and record which pertain to the evacuation. Have the children read about and discuss the enforcement of the evacuation order, how it affected the Japanese-Americans, what was done with their property, and how they reacted to the evacuation. Locate on maps where the relocation centers were, describe what they looked like, and what changes in their way of living were experienced by the Japanese-Americans who were housed there. Explore with the children the different social patterns which developed in the relocation centers. Have children debate the evacuation of the Japanese from the West Coast of the U. S.	*Book: JAPANESE-AMERICANS (Kitano) (pp 30-46) Book: THE MOVED OUTERS (Means) Filmstrip and Record: JAPANESE-AMERICAN AND CHINESE-AMERICANS (Schloat - Minorities Have Made America Great) *Supplemental State Text: OUR ORIENTAL AMERICANS (Ritter, Ritter & Spector)	Describe the general attitude of the majority society toward Japanese-Americans just prior to and during the evacuation (fear and suspicion). Discuss which Japanese-Americans on the West Coast were evacuated to inland relocation centers during 1942, and explain why they were evacuated. Discuss how the Japanese-Americans reacted to the evacuation order. Describe the procedures used to remove the Japanese from the West Coast. Describe what happened to the property of the Japanese-Americans when they were removed to the relocation centers. Locate the relocation centers. Describe the conditions of living in these relocation centers. Describe the adaptation of the Japanese-Americans to the relocation centers and how some positive effects were realized by them. Discuss why the Japanese-Americans were released from the relocation centers and when this happened.

CONCEPT: Japanese-Americans since World War II.

TOPIC: Japanese-American contribution to the U. S. war effort.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Have the children report on information they have found about Japanese-American contributions to the U. S. war effort and their role in the winning of the war.	*Book: JAPANESE AMERICANS (Kitano) (pp 41-42 & 44-46) Filmstrip & Record: JAPANESE-AMERICANS AND CHINESE-AMERICANS (Schloat - Minorities Have Made America Great) *Supplemental State Text: OUR ORIENTAL AMERICANS	Describe the contributions of Japanese-Americans as troops in the Armed Forces of the United States. Describe the contributions of Japanese-American civilians to the U. S. war effort in the fields of science, medicine, and weaponry. Discuss how the Japanese-Americans in the United States were loyal to the U. S. during World War II.

CONCEPT: Japanese-Americans since World War II.

JAPANESE-AMERICANS

TOPIC: Return to the "Mainstream" of American life.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Locate the places in the U. S. to which Japanese-Americans returned after their release from the relocation centers. Have the children report on the types of occupations the Japanese-Americans pursued after their release. Examine the rate of repayment used by the U. S. Government (average 10¢ on the dollar), and explore how long it took to complete these repayments (last one completed in 1964). Discuss the changes in the attitudes of the majority society toward Japanese-Americans, and how these changes made the return of Japanese-Americans highly successful. Have the children research information about the contributions of Japanese-Americans since 1945. Visit the Japanese section of San Francisco (including the trade center).	*Book: JAPANESE-AMERICANS (Kitano) (pp 47-59) Filmstrip & Record: JAPANESE-AMERICANS AND CHINESE-AMERICANS (Schloat - Minorities Have Made America Great) *Supplemental State Text: OUR ORIENTAL AMERICANS (Ritter, Ritter & Spector)	Describe how the Japanese-Americans returned from the relocation centers and successfully entered the "mainstream" of American society again. Discuss how Japanese-Americans were "repaid" for the losses they suffered because of evacuation. Identify some of the changes in the majority society's attitudes toward Japanese-Americans after World War II. List the contributions of Japanese-Americans to the American culture since World War II.

CONCEPT: Early settlement of southwestern America -- 1700's-1800's.

MEXICAN-AMERICANS

TOPIC: Spanish move northward from Mexico.

GRADE 4

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Teacher shows filmstrip. Have a map study activity showing: 1. Migration routes. 2. Location of Mexican settlements.	Filmstrip & Record: LA RAZA - THE FAR FRONTIER (Part II, Lesson I, Session I) (Band I on record) *Handbook: MEXICAN-AMERICANS (Forbes)	List motives of Spanish migration northward: 1. Gold. 2. Religion. 3. Defense. Locate Mexican settlements in western United States.

CONCEPT: Early settlement of southwestern America -- 1700's-1800's.

MEXICAN-AMERICANS

TOPIC: Contributions of Mexican-Americans.

GRADE 4

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Teacher shows filmstrips. Individual reports on: 1. Livestock raising. 2. Vaqueros. 3. Spanish festivals. 4. Land use. 5. Irrigation. 6. Housing and architecture. Teacher shows filmstrip.	Filmstrips & Record: LA RAZA - THE FIRST PIONEERS (Part II, Lesson II, Sessions 1 & 2) Book: MEXICAN-AMERICANS (Julian Nava) Book: THE STORY OF THE MEXICAN-AMERICANS (Rudolph Acuña) Filmstrip & Record: LA RAZA - CONQUEST (Part III, Lesson II, Session 2) (Band I on record) *Handbook: MEXICAN-AMERICANS (Forbes)	List five contributions of the Mexican-Americans in the settlement of the southwestern U. S. List three Mexican-American contributions in the Gold Rush.

CONCEPT: Early settlement of southwestern America -- 1700's-1800's.

MEXICAN-AMERICANS

TOPIC: Culture conflict as Anglos move westward.

GRADE 4

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Teacher shows filmstrip. Debate the Mexican and American viewpoint on the justification for the Mexican-American War.	Filmstrip & Record: LA RAZA - THE FAR FRONTIER (Part II, Lesson I, Session 2) *Handbook: MEXICAN-AMERICANS (Forbes)	Discuss the main conflicts between the Anglos and Mexican-Americans, and the events leading to the Mexican-American War.

CONCEPT: Mexican-Americans demand equality.

MEXICAN-AMERICANS

TOPIC: The Land Rights question.

GRADE 4

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Teacher shows filmstrip. Drama Establish judge and jury to discuss the question of Mexican-American Communal Land Rights vs. Anglo settler homestead grants.	Filmstrip & Record: LA RAZA - THE POLITICAL EXPERIENCE (Part IV, Lesson III, Session I) *Handbook: MEXICAN-AMERICANS (Forbes)	Discuss reasons why Mexican-Americans lost property after Mexican-American War in 1848. Define communal land grant. Discuss the role of Reies Lopez Tijerina, leader of land movement.

CONCEPT: Mexican-Americans demand equality.

MEXICAN-AMERICANS

TOPIC: Mexican migration in the 1900's.

GRADE 4

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Teacher shows filmstrip. Individual reports on: Barrio. Wetback. Bracero. Migrants. Immigrants. Urbanization. Transportation of migrants. Patron. Contributions of Mexican-Americans during the mid-1900's.	Filmstrip & Record: LA RAZA - THE GREAT MIGRATION (Part IV, Lesson 1, Sessions 1 & 2) *Handbook: MEXICAN-AMERICANS (Forbes) Book: MEXICAN-AMERICANS (Nava) (Chapter 6)	List three reasons Mexicans left Mexico for the United States. List three causes of the Mexican migration within the United States. Discuss the Bracero Movement agreement between the United States and Mexico. State the contributions of Mexican-Americans during the mid-1900's.

CONCEPT: Mexican-Americans demand equality.

MEXICAN-AMERICANS

TOPIC: Organizing for rights.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Teacher shows filmstrips. Teacher states Mexican-American problems and have children suggest ways of organizing people to solve these problems. Problems: 1. Low education opportunity. 2. Poor housing and health conditions. 3. Mexican-American individualism. 4. Suspicion of politics. 5. Low job opportunities. Debate The Grape Boycott. Divide the class into two groups: 1. For buying grapes. 2. Against buying grapes.	Filmstrip & Record: LA RAZA - THE POLITICAL EXPERIENCE (Part IV, Lesson II, Session 2) Filmstrip & Record: LA RAZA - HUELGA (Part IV, Lesson IV, Session 1) Filmstrip & Record: LA RAZA - HUELGA (Part IV, Lesson IV, Session 2) *Handbook: MEXICAN-AMERICANS (Forbes)	List the purposes behind Mexican-American organizations. Discuss attempts of Mexican-Americans to organize their labor forces before the 1960's. Discuss four actions of the Mexican-American farmer in his attempts to gain better working and living conditions.

CONCEPT: Mexican-Americans demand equality.

MEXICAN-AMERICANS

TOPIC: Discrimination.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Teacher shows filmstrip. Discuss the similarities of viewing Zoot Suiters, Afro-Americans, and long hairs as trouble makers.	Filmstrip & Record: LA RAZA - THE NEW EXPERIENCES (Part IV, Lesson II, Session 1) *Handbook: MEXICAN-AMERICANS (Forbes)	Discuss the Zoot Suit riots in Los Angeles. List five discriminatory actions by the Anglos against Mexican-Americans.

CONCEPT: Mexican-Americans in the United States -- a summary.

MEXICAN-AMERICANS

TOPIC: Overview of Mexican-American traditions and problems.

GRADE 5 & 8

ACTIVITIES	MATERIALS	OBJECTIVES (Upon completion of instruction on this topic, children should be able to do the following:)
Teacher shows filmstrip. Collage - Poster - Mexican-American Influences Today Children find pictures which show Mexican-American heritage in American culture.	Filmstrip & Record: MEXICAN-AMERICAN - #12 (Schloat - Minorities Have Made America Great) *Handbook: MEXICAN-AMERICANS (Forbes)	Discuss Mexican-American traditions and problems.